



Recommended P2 / Grade 2 Curriculum Framework

Content: READING – P2 / Grade 2						
Topic: Persuasive (Weeks 10-13)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Content Connection (How will you integrate OTHER CONTENT AREAS into LITERACY core content?)
<p>Persuasive Reading</p> <p>RD-E-3.0.6 Identify an author's opinion about a subject.</p> <p>RD-E-3.0.7 Identify fact and/or opinion.</p> <p>RD-E-3.0.8 Identify information that is supported by fact.</p> <p>(The goal is to introduce students to the concept of persuasion. This may be introduced through literary works that have a character persuading other characters to take certain actions or positions, in addition to other persuasive texts.)</p>	<p>AE-1.2 Students make sense of the variety of materials they read.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Show interest by listening to and/or reading a multicultural variety of print materials. Exhibit fluency in reading. 	<ul style="list-style-type: none"> Ongoing assessments Persuasive Reading Open Response and Multiple Choice Questions 				

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<p>It is essential to refer to the attached skills pages, which address reading skills that are taught and applied across all types of reading. Instruction should be based on student's needs, as determined through ongoing assessments. These encompass all reading skills addressed in Core Content and Program of Studies.</p>	<ul style="list-style-type: none"> • Choose print materials for personal interest both in and out of school. • Select and use appropriate print materials (e.g., informative) for a variety of purposes (e.g., pleasure, information, and practical application). • Relate reading experiences to life situations. • Use a variety of strategies (e.g., prior knowledge, predict, question, summarize) to construct meaning. • Respond to reading through a variety of forms (e.g., conversation, art, media, writing). • Demonstrate an understanding of print materials read in and out of school. 					